DOCUMENT RESUME

ED 463 050 PS 030 143

| | |
|---|---|
| TITLE | Illinois Early Childhood Program Standards Matrix. (A Side-by-Side Comparison). |
| INSTITUTION | Illinois State Dept. of Human Services, East St. Louis. Head Start State Collaboration Office. |
| SPONS AGENCY | Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau. |
| PUB DATE | 2002-01-00 |
| NOTE | 18p.; For related documents on the Illinois Early Childhood Matrix, see PS 030 139 and 142. |
| AVAILABLE FROM | Illinois Head Start State Collaboration Office, 10 Collinsville Avenue, Suite 203, East St. Louis, IL 62201. Tel: 618-583-2083; Fax: 618-583-2091; e-mail: dhsd60a2@dhs.state.il.us; Web site: http://www.ilheadstart.org. |
| PUB TYPE | Legal/Legislative/Regulatory Materials (090) |
| EDRS PRICE | MF01/PC01 Plus Postage. |
| DESCRIPTORS | Accreditation (Institutions); Certification; *Day Care; *Early Childhood Education; *National Standards; Program Descriptions; Program Design; State Programs; *State Standards |
| IDENTIFIERS | Accreditation Standards; Day Care Quality; *Illinois; National Association Educ of Young Children; Project Head Start |

ABSTRACT

This document contains a matrix offering a side-by-side comparison of almost 40 criteria among 7 sets of early childhood program standards. The standards are: (1) Head Start Program Performance Standards; (2) Illinois Department of Children and Family Services Child Care Licensing Standards; (3) Illinois Department of Human Services (IDHS) Center Contract Standards; (4) IDHS Family Child Care Home Network Contract Standards; (5) Illinois State Board of Education (ISBE) Birth to Three Program Standards; (6) ISBE Early Learning Standards; and (7) National Association for the Education of Young Children (NAEYC) Accreditation Standards. Criteria compared include mission, age range, group size, aspects of curriculum, screening and assessment, transitions, and parent education. (EV)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 463 050

# ILLINOIS EARLY CHILDHOOD PROGRAM STANDARDS MATRIX

## *(A Side-by-Side Comparison)*

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

January 2002

PS 030143



BEST COPY AVAILABLE

This document compares the criteria listed in the Table of Contents among seven (7) sets of early childhood program standards:

Head Start Program Performance Standards (federal)
IL Department of Children & Family Services (IDCFS) Child Care Center Licensing Standards (state)
IL Department of Human Services (IDHS) Center Contract Standards (state)
IL Department of Human Services (IDHS) Family Child Care Home Network Contract Standards (state)
IL State Board of Education (ISBE) Birth to Three Program Standards (state)
IL State Board of Education (ISBE) Early Learning Standards (state)
National Association for the Education of Young Children (NAEYC) Accreditation Standards (national/accreditation)

Prepared and distributed by the IDHS Head Start State Collaboration Office
dhsd60a2@dhs.state.il.us or dhsd60a4@dhs.state.il.us
(618) 583-2083 (-2088)

# Table of Contents


| | | |
|---|---|---|
| Core Vision, Mission, Values & Principles | | 1-2 |
| Age Range | | 1-2 |
| Staff:Child Ratio | | 1-2 |
| Group Size | | 1-2 |
| Curriculum: | | 1-6 |
| Definition | 1-2 | |
| Adult/Child Interactions | 1-2 | |
| Cognitive Development | 3-4 | |
| Social/Emotional Development | 3-4 | |
| Language/Communication Development | 3-4 | |
| Physical Development | 3-4 | |
| Daily Schedule, Routines & Transitions | 5-6 | |
| Health/Nutrition/Mental Health Education | 5-6 | |
| Continuity of Care | 5-6 | |
| Child Screening & Assessment | | 5-6 |
| Individualization | | 7-8 |
| Services to Children with Disabilities | | 7-8 |
| Child Outcomes | | 7-8 |
| Child Health & Safety | | 7-8 |
| Transitions | | 7-8 |
| Child Abuse/Neglect Reporting | | 9-10 |
| Parent Conferences/Home Visits | | 9-10 |
| Health/Dental Services | | 9-10 |
| Nutrition Services | | 9-10 |
| Mental Health Services | | 9-10 |
| Family Literacy | | 9-10 |
| Diversity/Multicultural | | 9-10 |
| Family Participation/Partnerships | | 11-12 |
| Parent Education | | 11-12 |
| Community Partnerships | | 11-12 |
| Monitoring/Program Evaluation | | 11-12 |
| Program Outcomes | | 11-12 |
| Program Organization/Administration | | 11-12 |
| Staff Qualifications: | | 13-14 |
| Teaching Staff | 13-14 | |
| Administrative Staff | 13-14 | |
| Other Staff | 13-14 | |
| Professional Development | | 13-14 |
| Space Requirements | | 13-14 |
| Facilities/Materials/Equipment | | 13-14 |

## ILLINOIS EARLY CHILDHOOD PROGRAM STANDARDS MATRIX

| | ***Head Start Performance Standards*** | ***IDCFS Child Care Center Licensing Standards*** | ***IDHS Center Contract Standards*** |
|---|---|---|---|
| ***CORE VISION, MISSION, VALUES, & PRINCIPLES OF THE STANDARDS*** | Head Start & Early Head Start are comprehensive child development programs that are child-focused & have the overall goal of increasing the social competence of young children in low-income families. Early/Head Start is also family-centered, following the tenets that children develop in the context of their family & culture & that parents are respected as the primary educators & nurturers of their children. Core values are attached. | The purposes are: to prescribe the standards child care centers must meet to obtain and keep their licenses; to provide an educational reference for new employees and others about operating an effective center; and, to serve as a reference tool for experienced providers. | The mission of the IDHS child care program is to: help low income families achieve self-sufficiency by providing access to affordable quality child care while they are working or participating in approved education programs; and, ensure that children are cared for in safe and healthy environments that support their overall development. |
| ***AGE RANGE*** | Early Head Start: pregnant women & children birth to age 3<br><br>Head Start: children ages 3-5 | 6 weeks to age 18; to age 21 if it is a program serving children with disabilities. | Birth through age 12;<br>Birth through age 12; ages 13 through 18, if physically or mentally incapable of self-care. |
| ***STAFF:CHILD RATIO*** | Birth - age 3 1:4<br>3-5 years 1:8/9/10, depending on group size | 6 wks.-14 mos. 1:4<br>15 - 23 mos. 1:5<br>Age 2 1:8<br>Ages 3-4 1:10<br>Ages 5 + 1:20 | Comply with IDCFS Licensing Standards. |
| ***GROUP SIZE*** | Birth - age 3 8<br>Groups of 3 yr. olds 15-17<br>Age 4 in 1/2 day 15-17<br>Age 4 in full day 17-20 | 6 wks.-14 mos. 12<br>15-23 mos. 15<br>Age 2 16<br>Ages 3-5 20<br>School Age 30 | Comply with IDCFS Licensing Standards. |
| ***CURRICULUM: Definition*** | Curriculum means a written plan that includes:<br>a. The goals for children's development and learning;<br>b. The experiences through which they will achieve these goals;<br>c. What staff & parents do to help children achieve these goals; and<br>d. The materials needed to support the implementation of the curriculum.<br>Curriculum is based on sound child devt. Principles & integrates educational aspects of health, nutrition, mental health. | Programs shall provide a basic program of activities geared to the age levels/developmental needs of children served. Daily program shall be posted in the facility. | The agency uses a written plan for the education of the children. The plan is appropriate for the developmental level of the children. |
| ***CURRICULUM: Adult/Child Interactions*** | See Individualization & Diversity: staff demonstrate respect for children/families as individuals. Staff will use positive methods of child guidance. | Areas/equipment/materials are arranged so staff are aware of children at all times. Children are never left alone. Staff and parents sign guidances/discipline policy. Staff uses positive guidance and redirection. | Staff capitalizes on children's learning opportunities through the day, including lunch and free play time. Each staff person's manner demonstrates respect for the children. |

## ILLINOIS EARLY CHILDHOOD PROGRAM STANDARDS MATRIX

| ***IDHS Family Child Care Home Network (FCCHN) Contract Standards*** | ***ISBE Birth to Three Program Standards*** | ***ISBE Early Learning Standards*** | ***NAEYC Accreditation Standards*** |
|---|---|---|---|
| To: help low income families achieve self-sufficiency by providing access to affordable quality child care while they are working/in approved education programs; & ensure children are cared for in safe/healthy/devtly. supportive environments. | ***Vision:*** All Illinois children, birth - 3, will experience loving, stable & nurturing relationships in safe, supportive environments that promote their physical, emotional, social & cognitive development and well-being.<br><br>***Mission*** required & posted. ***Charter for Illinois Children*** used for values & principles. | Adjusting teaching and schooling so all children experience successes and demonstrate progress in academic achievement appropriate to their individual learning styles. | To improve the quality of care and education provided for young children in group programs in the United States. |
| Birth through age 12; age 13 through age 18, if physically or mentally incapable of self-care. | Birth to Age Three | Ages Three to Five | Birth to Age Eight<br>(To Age 12 for School-Age Programs) |
| Assure that Family Child Care Home providers are licensed by IDCFS. | Based on individual needs of children and families plus research on best practice to determine ratio of participants to staff. | 1:10 | To 12 mos. 1:3-4 Kindergtn.<br>12-24 mos. 1:3-5 1:10-12<br>24-30 mos. 1:4-6 6-8 yrs.<br>30-36 mos. 1:5-7 1:10-15<br>3 yrs. 1:7-10 9-12 yrs.<br>4-5 yrs. 1:8-10 1:12-15 |
| Assess Family Child Care Home providers' capacity in relation to remaining in compliance with DCFS. | Based on individual needs of children and families plus research on best practice to determine size of groups. | Maximum number 20 per class session. | To 12 mos. 6-8 Kindergtn.<br>12-24 mos. 6-12 20-24<br>24-30 mos. 8-12 6-8 yrs.<br>30-36 mos. 10-14 20-30<br>3 yrs. 14-20 9-12 yrs.<br>4-5 yrs. 16-20 24-30 |
| Not addressed. | The experiences within the program designed to promote the child & family's development, which can include planned and/or spontaneous activities and appropriate interactions in a carefully arranged environment. | Curriculum is designed to provide learning experiences that are linked to children's prior knowledge. Developmentally appropriate practices is basing curriculum and education on each child's social, emotional, physical, and intellectual development. | An organized framework that describes the content that children are to learn as well as the planned experiences, materials and teaching strategies. |
| Not addressed. | The curriculum reflects the centrality of adult/child interactions in the development of infants and toddlers. It is recognized that positive adult/ child interactions serve as the basis for learning in young children. | Opportunities are provided for children to explore materials, engage in concrete activities, interact with peers and adults in order to construct their own understanding around them. There should be a balance of child-initiated & teacher-directed activities to maximize learning. | Interactions between children & adults provide opportunities for children to develop understanding of self & others & are characterized by warmth, personal respect, individuality, positive support & responsiveness. Teachers facilitate interactions among children to provide opportunities for development of self-esteem, social competence & intellectual growth. |



BEST COPY AVAILABLE

## ILLINOIS EARLY CHILDHOOD PROGRAM STANDARDS MATRIX

| | ***Head Start Performance Standards*** | ***IDCFS Licensing Standards*** | ***IDHS Center Contract Standards*** |
|---|---|---|---|
| ***CURRICULUM: Cognitive Development*** | Classrooms must support learning using various strategies including experimentation, inquiry, observation, play & exploration; ensuring opportunities for creative expression through activities such as art, music, movement & dialogue; encouraging each child to organize his/her own experiences, to understand concepts, & to develop age appropriate literacy, numeracy, reasoning, problem solving & decision making skills. | Program planning provides a variety of activities, taking into consideration individual differences in intellectual maturity. Use of visual media shall be developmentally appropriate. Full range of appropriate equipment. | The agency uses a written plan for the education of the children. The plan is appropriate for the children's developmental level. Staff plans daily activities consistent with the education plan. |
| ***CURRICULUM: Social/Emotional Development*** | Agencies must enhance children's strengths by building trust, fostering independence, encouraging self-control by setting clear, consistent limits & having realistic expectations, encouraging respect for the feelings & rights of others, and enhancing understanding of self as an individual & as a group member. For Infants/Toddlers - must encourage trust & emotional security so each child explores the environment according to his/her developmental level & encourage development of self-awareness, autonomy & self-expression. Must help children develop emotional security & facility in social relationships & provide opportunities for success to develop feelings of competence, self-esteem & positive attitudes toward learning. | Daily program provides: experiences which promote individual child's development of self-control skills, social competence, and positive self-identity; sufficient materials and equipment to avoid excessive competition and long waits; provision for privacy through small quiet area is easily accessible. Program takes into account stress/fatigue resulting from group living. | Same as above. |
| ***CURRICULUM: Language/ Communication Development*** | Must: promote interaction & language use among children & between children & adults; support emerging literacy/numeracy through materials/ activities according to child's developmental level; support emerging communication skills of infants/ toddlers by providing daily opportunities for each child to interact with others & to express him/herself freely. | Daily program provides experiences which promote individual child's communication skills. | Same as above. |
| ***CURRICULUM: Physical Development*** | Promote each child's physical development by: providing sufficient time, indoor & outdoor space, equipment/materials & adult guidance for active play & movement that support gross motor devt.; provide all of the above for fine motor development skills according to child's developmental level; opportunities to explore a variety of sensory/motor experiences with support & stimulation from teachers/family members. Support infants'/toddlers' gross motor skills, such as grasping, pulling, pushing, crawling, walking & climbing; & fine motor development, including control & coordination of specialized motions using eyes/mouth/hands/feet. Allow & enable children to independently use toilet facilities when developmentally appropriate. | Daily program provides for indoor and outdoor activities in which children make use of both large and small muscles. | Same as above. |

| ILLINOIS EARLY CHILDHOOD PROGRAM STANDARDS MATRIX | | | |
|---|---|---|---|
| ***IDHS Family Child Care Home Network Contract Standards*** | ***ISBE Birth to Three Program Standards*** | ***ISBE Early Learning Standards*** | ***NAEYC Accreditation Standards*** |
| Not addressed. | The curriculum reflects the holistic and dynamic nature of child development.<br>A balance of all developmental areas: cognitive, communicative, motor, health/medical, self-help, and social-emotional is demonstrated in all activities and service provision. | Provide an environment & experience that meet the emotional, physical & cognitive development of children. Benchmarks provided for Math include: number recognition, counting, explore quantity & number, 1-to-1 correspondence, measurement, make comparisons, etc. For Science: use senses to explore & observe, use tools for investigation, use common weather vocabulary, etc. For Social Science: recognize the reasons for rules, identify community workers, use voting, etc. Fine Arts: dance, drama, music, visual arts, etc. | Teachers provide a variety of developmentally appropriate activities, experiences and materials that are selected to engage children in active, meaningful learning to achieve the following goals: |
| Not addressed. | The curriculum promotes a framework that is nurturing, predictable and consistent, yet flexible. | Describe self using basic characteristics; exhibit eagerness/curiosity as learner; persistent/creative in seeking solutions to problems; show initiative & independence in actions; express feelings appropriately & show capacity for humor; begin to understand & follow rules; manage transitions & begin to adapt to routine changes; show empathy & caring for others; engage in cooperative group play; begin to share & take turns; stand up for rights; develop relationships with children/adults. | a. foster positive self-identity & sense of emotional well-being<br>b. develop social skills & knowledge<br>c. encourage children to think, reason, question and experiment (as used in math, science, & social studies)<br>d. encourage language (speaking, listening) & literacy devt. (emerging reading, writing awareness and skills)<br>e. enhance physical development & skills<br>f. encourage and demonstrate sound health, safety & nutritional practices<br>g. encourage creative expression, representation & appreciation for the arts<br>h. respect cultural diversity |
| Not addressed. | An emergent literacy focus is observable in the activities, materials and environment planned for the child. | Understand print carries a message & reading progresses left to right & top to bottom; pictures & symbols have meaning; identify labels & signs; some letters including those in own name; make letter-sound matches; predict what will happen next; experience different forms of print; begin to develop phonological awareness (rhyming); retell info from a story; use scribbles/letters to represent written language; dictate stories/ experiences; use drawing/writing to convey meaning; respond to simple questions; demonstrate understanding of story meaning; show independent interest in reading; listen with understanding; use language to communicate needs; seek answers to questions; relate prior knowledge to new info. | |
| Not addressed. | An integrated and individualized program is offered for children and families. | Active play using fine & gross motor skills; coordinate movements to perform complex tasks; follow simple safety rules; exhibit increased endurance; follow rules/procedures; cooperate with others; identify body parts/functions; independent caring for personal hygiene needs; appropriate communication skills; socially acceptable ways to resolve conflict; participate in activities to learn to avoid dangerous situations. | |

## ILLINOIS EARLY CHILDHOOD PROGRAM STANDARDS MATRIX

| | ***Head Start Performance Standards*** | ***IDCFS Licensing Standards*** | ***IDHS Center Contract Standards*** |
|---|---|---|---|
| ***CURRICULUM: Daily Schedule, Routines, & Transitions*** | Must provide balanced daily program of child-initiated & adult-directed activities, including individual & small group activities. Must plan for routines & transitions so they occur in a timely, predictable & unrushed manner according to each child's needs. Food must not be used as reward or punishment; sufficient time is allowed for each child to eat; meals are family style/staff eat with children. Infants are held while fed; medically-based diets & other requirements are accommodated. | Daily program provides: regularity of routines such as eating, napping (required for children under 6 in care more than 5 hrs.) & toileting that responds to individual needs; balance of active/quiet activity; occasional trips/activities away from center. Children not always required to move as group. Smooth transitions from one activity to another. Staff-initiated large group activities not the predominant program option. More specifics in Sections 407: 250, 260, 280, 290 & 300. | The agency uses a<br>The agency uses a written plan for the education of the children. The plan is appropriate for the developmental level of the children. Staff plans daily activities consistent with the current education plan. |
| ***CURRICULUM: Health, Nutrition, & Mental Health Education for Children*** | Staff must promote effective dental hygiene among children in conjunction with meals. Must ensure nutritional service in center based settings contribute to devt. & socialization of children by providing that: a variety of food is served which broadens children's food experiences; children are involved in food-related activities, as developmentally appropriate. Curriculum integrates all educational aspects of health, nutrition & mental health into program. | See other curricular areas. | Same as above. |
| ***CURRICULUM: Continuity of Care*** | Infant/toddler services encourage development of secure relation-ships in out-of-home care settings by having a limited number of consistent teachers over an extended period of time. | Staff assigned such that children have comfortable, ongoing relationships with adults. Every attempt made to establish a primary relationship between each child & 1 adult, especially w/infants/todds. | Staff works together to provide a constant environment for the children. |
| ***CHILD SCREENING & ASSESSMENT*** | In collaboration with each child's parents & within 45 calendar days of the child's entry into the program, agencies must perform or obtain linguistically & age appropriate screening procedures to identify concerns regarding child's developmental, sensory (visual & auditory), behavioral, motor, language, social, cognitive, perceptual & emotional skills. Procedures must be culturally sensitive. Staff must use a variety of strategies to promote/support children's learning/progress based on observations & ongoing assessment. | When a specific plan is developed to meet a child's individual needs, record shall indicate: assessments; written program recommendations & goals; written implementation plan; periodic written evaluations of progress; adjustments to the plan as indicated by evaluations. Staff shall consult with parents before implementing any special procedures required to meet a child's individual needs. | There are written records of the children's progress.<br><br>The agency conducts continuing assessments with the parents regarding the child's adjustment and the family situation. |



BEST COPY AVAILABLE

| ILLINOIS EARLY CHILDHOOD PROGRAM STANDARDS MATRIX | | | |
|---|---|---|---|
| ***IDHS Family Child Care Home Network Contract Standards*** | ***ISBE Birth to Three Program Standards*** | ***ISBE Early Learning Standards*** | ***NAEYC Accreditation Standards*** |
| Not addressed. | Schedules and routines are familiar and available. The staff demonstrates sensitivity to the participant's individual cues and adjusts the curriculum appropriately. | Daily scheduling and routines should reflect the developmental stages of the classroom.<br><br>Transitions between activities flow smoothly and are kept at a minimum. | The daily schedule provides balance of activities in consideration of the child's total daily experience (what happens before, during & after the program) with attention to the following dimensions of scheduling:<br>1. All age groups play outdoors daily, if conditions protect health & safety<br>2. Alternating periods quiet/active play<br>3. Balance of large/small muscle activity<br>4. Individual/small & large group activities; infants/toddlers do not have to function as a group<br>5. Balance of child-initiated & teacher-directed activity; amount of time in large grp./teacher-directed is limited. |
| Not addressed. | The program staff regularly monitors children's development. | Opportunities are provided that promote healthy family development. Staff assist families in accessing needed and appropriate prevention programs and services. | Teachers provide a variety of developmentally appropriate activities, experiences & materials to:<br>a. foster positive self-identity & sense of emotional well-being<br>b. develop social skills/knowledge<br>f. encourage/demonstrate sound health, safety, nutritional practices |
| Not addressed. | The program assures that families have access to comprehensive services. | Learning experiences should flow naturally in progression across the preschool and primary grades toward more sophisticated and complex content, and that permit progress according to each child's rate and style of learning. Vertical transitions encourage and support continuity of care. | Each staff member has primary responsibility for and develops deeper attachment to an identified group of children. Every attempt is made to have continuity of adults who work with children within each day and over extended periods of time (could be several years of child's enrollment), particularly infants and toddlers. |
| Not addressed. | Developmental monitoring views the child from a holistic perspective within the context of the family and the community. | Screening is an integral part of the program that guides curriculum development. Assessment of children's progress is ongoing, strategic and purposeful. Assessment recognizes individual learning styles and progresses through observations, descriptive data, work sampling and data. | Teachers have clearly defined goals for children that guide curriculum planning. Teachers accurately assess the skills & progress of each child in the program (e.g., using observation, assessment tools, activity records). Teachers identify children who experience difficulties in behavior or development & develop a plan to help children acquire acceptable behavior or develop skills as needed. |

## ILLINOIS EARLY CHILDHOOD PROGRAM STANDARDS MATRIX

| | ***Head Start Performance Standards*** | ***IDCFS Licensing Standards*** | ***IDHS Center Contract Standards*** |
|---|---|---|---|
| ***INDIVIDUALIZATION*** | Must use information from screenings, ongoing observations, medical/dental/mental health evaluations/treatments, & insights from the child's parents to determine how to best respond to each child's individual characteristics, strengths, & needs. Educational approach must be developmentally/linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds & learning styles. Curriculum supports each child's pattern of development/learning. | Programs shall include opportunities for a child to have free choice of activities to play alone, if desired, or with 1 or several peers chosen by the child: Provide: experiences which promote individual child's growth & well-being and activities which take into consideration individual differences in interest, attention span & maturity. Include sufficient time for activities & routines so children can manage them & progress at own rates. | Not addressed. |
| ***SERVICES TO CHILDREN WITH DISABILITIES*** | Child development approach must be inclusive of children with disabilities, consistent with their IEP's/IFSP's. Agencies must assist with provision of related services addressing health concerns in IEP's/IFSP's. Agencies must assure that children suspected of having a disability are promptly referred to the local EI agency/LEA & must participate in & support transition efforts. Programs must provide an appropriate environment & adult guidance for the participation of children with special needs. Agencies must comply with all of Part 1308 - Standards on Disabilities Services. | See Screening/Assessment. | The agency provides special help for children with special needs by direct service or referral. |
| ***CHILD OUTCOMES*** | Head Start child outcomes framework contains 27 domain elements & 100 examples of specific indicators, based on Head Start regulation, in the following domains: language devt.; literacy; math; science; creative arts; social/emotional development; approaches toward learning; and, physical health & development. | Not addressed/see other areas. | Not addressed. |
| ***CHILD HEALTH & SAFETY*** | Head Start programs must be licensed. Standards contain specific regulations on: health emergency procedures; conditions of short-term exclusion & admittance; medication administration; injury prevention; hygiene; first aid kits; food safety & sanitation; and, facilities/materials. | Frequent hand-washing of/by staff & children; specifics pp. 79-80. Standards also specify/govern: diapering/toileting & sinks/toilets (pp. 85-88; napping/sleeping (88-90); & medications (90-91). I/T specifics pages 49-53. | The agency has a written health plan. |
| ***TRANSITIONS*** | Agencies must establish/maintain procedures to support successful transitions for children/ families from other programs/schools in and out of Early/Head Start and must assist parents in becoming their own child's advocate in transition. Transition services must include: records transfer, communication to facilitate continuity of programming, meetings between teachers/parents, & joint transition-related training. | Programs should develop plans with parental input that address individual transitions for children enrolled. Development of plan should involve the sending & receiving staff. | Not addressed. |

| ILLINOIS EARLY CHILDHOOD PROGRAM STANDARDS MATRIX | | | |
|---|---|---|---|
| ***IDHS Family Child Care Home Network Contract Standards*** | ***ISBE Birth to Three Program Standards*** | ***ISBE Early Learning Standards*** | ***NAEYC Accreditation Standards*** |
| Not addressed. | Scheduling practices and intensity of services are tailored to the individual strengths and needs of children birth to three and their families. | Scheduling practices facilitate meeting the needs of children's individual development. | Teachers have clearly identified goals for individual children that guide curriculum planning. Teachers adapt plans in response to the needs/strengths/interests of individual children. Teachers are prepared to meet identified special learning needs. |
| Not addressed. | The program meets the needs of children and families of diverse abilities as well as diverse cultural, linguistic and economic backgrounds. A variety of activities, strategies, and materials are used to meet the diverse needs of children and families. | Individual programs determine collaborative programming and services to meet the diverse needs of children and families. | The program is designed to be inclusive of all children, including children with identified disabilities and special learning/developmental needs. Teachers are prepared to meet identified special learning/developmental needs of individual children. |
| Not addressed. | The staff obtains and shares information from different sources with parents. The parents are further involved in the interpretation of this information in support of the child's development. | In addition to meeting the individual benchmarks in the Early Learning Standards, the overall outcome is to improve those factors associated with school failure. | Individual descriptions of children's development & learning are written & compiled as a basis for planning appropriate learning activities, as a means of facilitating optimal devt. of each child, identifying children in need of more systematic diagnosis, & for communicating with families. |
| Not addressed. | The physical environment of the center-based program is safe, healthy, and appropriate for children's development and family involvement. The program implements local and state health and safety guidelines. | The physical environment of the center-based program is safe, healthy, and appropriate for children's development and family involvement. | The program presents valid certifications that it is in compliance with all legal requirements for the protection of the health/safety of children in group settings, i.e., building codes, sanitation, water quality & fire protection. Program is licensed, at a high level of compliance & free of repeated serious violations. |
| Not addressed. | Transition planning takes place before the third birthday or before the child leaves birth to three services. | Staff work with all to ensure a smooth transition from one early childhood learning environment to the next. Assistance is provided to help parents address any special needs or situations. | Teachers conduct smooth and unregimented transitions between activities. Children are not always required to move from one activity to another as a group. Transitions are planned as a vehicle for learning. |

## ILLINOIS EARLY CHILDHOOD PROGRAM STANDARDS MATRIX

| | ***Head Start Performance Standards*** | ***IDCFS Licensing Standards*** | ***IDHS Center Contract Standards*** |
|---|---|---|---|
| ***CHILD ABUSE/ NEGLECT REPORTING*** | Agencies must establish methods for handling cases of suspected or known child abuse/neglect in compliance with state/federal law. Must establish ongoing collaborative relationships with child protective services. Must train staff on identification methods & reporting, using when possible, helpful rather than punitive attitudes. | Staff are mandated child abuse/ neglect reporters, per the Child Abuse & Neglect Act. Signed statements acknowledging this must be kept on file for each staff person. | There are established procedures for handling child abuse and for reporting suspected child abuse or neglect. |
| ***PARENT CONFERENCES/ HOME VISITS*** | Teaching staff required to make 2 annual home visits & conduct 2 annual parent conferences (more as needed) to enhance knowledge & understanding of both parents & staff of educational/developmental progress & activities of the children. Home visits must be at parents' convenience. Family support staff also make home visits, as needed & per agency policy. | Not addressed. | Formal and informal, periodic staff conferences are held to discuss the child's progress & need in the child care environment. |
| ***HEALTH/DENTAL SERVICES*** | Agencies follow specific, comprehensive regulations that cover: determining each child's health status (including family's source of medical care); screenings (what/when); schedule of follow-up care & treatment; ongoing care; involving parents in all aspects of child's health/dental care. Health/ dental screening/exam timeline are specified. Must maintain a Health Services Advisory Committee. Extensive parent education required. | DCFS medical report form must be on file for each child; initial form must be dated less than 6 mos. prior to enrollment and valid for 2 years. Includes TB, immunizations, lead. Standards govern sick child exclusion/care pp. 75-79. | The agency assists parents in locating resources and family support services. |
| ***NUTRITION SERVICES*** | Staff/families must work together to identify each child's nutritional needs. Agencies must implement program that: meets needs of each child, including special diets, disabilities & cultural/ethnic preferences and contributes to the development/ socialization of children. Must train parents on food preparation, nutritional skills & management of food budget. | Food service/sanitation covered pp. 80-85. Menus planned at least a week in advance and posted. Meals should be relaxed & unhurried & provide time for socialization. | The agency complies with current state & local licensing requirements for food service. |
| ***MENTAL HEALTH SERVICES*** | Services must include regular schedule of on-site mental health consultation, involving the MH professional/staff/parents on: addressing group & individual child concerns; promoting wellness through staff/parent education; special help for children with atypical behavior/development; using community resources. Staff/parent education required. | Not addressed. | The agency provides for an effective referral system to social services available in the community. |
| ***FAMILY LITERACY*** | Agencies must provide (either directly or through referral) family literacy opportunities for children/ families, including increasing access to family literacy devt. & assisting parents to recognize/address. | Not addressed. | Not addressed. |
| ***DIVERSITY/ MULTICULTURAL*** | Programs must support & respect home language, culture & family composition of each child. Agency must ensure that staff/consultants/volunteers respect/promote the unique identity of each child/ family & refrain from stereotyping. | Each child shall be recognized as an individual whose gender, ability differences, choice of activities, cultural/ethnic & religious background shall be respected. | The agency and staff model anti-bias practices & cultural diversity. |

| ILLINOIS EARLY CHILDHOOD PROGRAM STANDARDS MATRIX | | | |
|---|---|---|---|
| ***IDHS Family Child Care Home Network*** | ***ISBE Birth to Three Program Standards*** | ***ISBE Early Learning Standards*** | ***NAEYC Accreditation Standards*** |
| Not addressed. | All birth to three programs must follow mandated reporting laws for child abuse and neglect and have a written policy statement and procedures for implementation. | Staff are mandate by law to report suspected child abuse. | The program has a child abuse & neglect policy that includes reporting requirements for staff & procedures to be followed should a staff member be accused of abuse or neglect. |
| Not addressed. | Positive parent/child interactions are encouraged and promoted in all aspects of the program, including home visiting. | Parent-Teacher conferences are an integral part of the early childhood learning experiences. | Teachers & parents work together to make decisions about how best to support children's development/learning or to handle problems/differences as they arise. Teachers solicit & incorporate parents' knowledge into ongoing assessment & planning. Conferences held at least 1X/year & other times as needed to discuss children's accomplishments/difficulties. |
| Not addressed. | The program leadership provides access to information about a variety of agencies in the community that provide social, health, and other services to children and families. | Local programming provides access to information about a variety of agencies in the community that provide social, health, and other services to children and families. | Not addressed. |
| Not addressed. | Medical/health is one of the developmental areas that is an integral part of the child's curriculum. | Nutrition is an integral part of the daily program. | Meals/snacks are planned to meet the child's nutritional requirements as recommended by CACFP/USDA in proportion to the amount of time the child is in the program daily. Amount of food adjusted for age of child. |
| Not addressed. | Social-emotional is one of the developmental areas that is an integral part of the child's curriculum. | Individual programs determine collaborative programming and services to meet the diverse needs of children and families. | Not addressed. |
| Not addressed. | An emergent literacy focus is observable in the activities, materials & environment planned for the child. | An emergent literacy focus is observable and part of the curriculum & inclusive of the whole family. | Not addressed. |
| Not addressed. | The child is viewed in the context of the family and the family is viewed in the context of its culture & community. | The program strives to meet the needs of families from diverse backgrounds. Foreign Language Benchmarks for children: maintain native language; develop awareness & respect for diversity through meaningful activities. | Teachers treat all children with equal respect & consideration. Teachers provide children of both sexes equal opportunities to take part in all activs. Teachers make it a firm rule that a person's identity is never acceptable reason for teasing/rejecting & initiate discussion to build positive self-identity & the value of differences. All materials, books, images in the classroom reflect diversity. |

## ILLINOIS EARLY CHILDHOOD PROGRAM STANDARDS MATRIX

| | *Head Start Performance Standards* | *IDCFS Licensing Standards* | *IDHS Center Contract Standards* |
|---|---|---|---|
| ***FAMILY PARTICIPATION/ PARTNERSHIPS*** | Agencies must engage in process of collaborative partnership-building with parents, initiated early after enrollment. Must offer parents opportunities to develop/implement Family Partnership Agreements with goals, timetables & strategies. Must provide variety of interactions throughout year & 2-way communication systems with parents. Must involve parents in program policy-making & all program operations, as well as providing parent involvement & education activities that are responsive to their ongoing & expressed needs. Program must be open to parents during all program hours & welcome parents as visitors/observers/ volunteers/employees. Agencies must work with parents to ensure they receive needed resources, either directly or through referral. Must encourage parents to influence the community. | Staff of the center shall have a written plan for encouraging parents to visit the center to observe and participate in their child's experience. Parents shall be allowed to visit the center without an appointment any time during normal hours of operation. | The agency provides opportunities for involving parents in the child care program. |
| ***PARENT EDUCATION*** | Agencies must have a parent education program. Parent education must include (but is not limited to): food preparation & nutritional skills; opportunities for continuing education & employment training; medical, dental, nutrition & mental health education. Pregnant women in Early Head Start must be provided a wide range of prenatal education. | Requires signed statement in each child's file by parents that they received summary of licensing standards & other DCFS materials. | Not addressed. |
| ***COMMUNITY PARTNERSHIPS*** | Agencies must take an active role in community planning & must take steps to establish ongoing collaborative relationships with community organizations to promote children's/families' access including: health/mental health/nutrition/disabilities service providers, family preservation/support, elementary schools, child care, any others. Must encourage community volunteers. | Not addressed. | Not addressed. |
| ***MONITORING/ PROGRAM EVALUATION*** | Agencies must conduct annual program self-assessment. Must implement procedures for ongoing monitoring of program operations. | Internal agency not addressed. License valid 3 yrs. | Not addressed. |
| ***PROGRAM OUTCOMES*** | See program organization: agency develops goals/ objectives & reports on outcomes of these. | Not addressed. | Not addressed. |
| ***PROGRAM ORGANIZATION/ ADMINISTRATION*** | Agencies must maintain a formal structure of shared governance through which parents participate in policy/decision making that includes a Policy Council. Must implement systematic planning process that includes: community assessment, goals/objectives, development of written plans. Must establish management systems including: communication, record keeping, reporting, policies/procedures, fiscal, human resources, organizational structure that supports objectives. | Governing body must file chain of command & communication protocol. Adequate staffing structure & staff hiring process must be in place. Written personnel policies required. Liability & accident insurance. Records requirements. | The board has approved written policies & operating procedures for administration, finance, and program services. |



BEST COPY AVAILABLE

| ILLINOIS EARLY CHILDHOOD PROGRAM STANDARDS MATRIX | | | |
|---|---|---|---|
| ***IDHS Family Child Care Home Network Contract Standards*** | ***ISBE Birth to Three Program Standards*** | ***ISBE Early Learning Standards*** | ***NAEYC Accreditation Standards*** |
| Not addressed. | The program is designed to enhance and support parent/ child relationships. Materials that promote and support the program emphasize the importance of families in the lives of children. | Parents are encouraged to participate in a variety of activities that will promote academic success and strengthen parent/child relationships. | Teachers and families work closely in partnership to ensure high-quality care and education for children, and parents feel supported and welcomed as observers and contributors to the program. |
| Not addressed. | The program assists parents and families in expanding their knowledge of child growth and development and their parenting techniques. | Opportunities are provided for parents to develop a strong partnership with school and the community to facilitate the parents' empowerment over their own lives and the education of their children. | Not addressed. |
| Not addressed. | The program takes an active role in community and system planning and establishes ongoing collaborative relationships with other institutions and organizations that serve families. | Programs are encouraged to develop an ongoing network of family and school support services within the community.<br><br>Collaborative efforts are supported and encouraged to assist in providing a range of services for children & families. | Administrators and teachers are familiar with & make appropriate use of community resources, including social services, mental/physical health agencies & education programs, i.e., museums, libraries, & neighborhood centers. Program connects families with needed resources/services based on needs & interests observed by staff or expressed by families. |
| Not addressed. | Leadership conducts regular and systematic evaluation of the program and staff to assure that the philosophy is reflected and goals of the program are being fulfilled. | ISBE provides training and technical assistance to all programs through on-site visits. All programs submit an annual summative evaluation. | At least annually, administrators, families, staff, school-age children & other routinely participating adults are involved in evaluating the program's effectiveness. Program regularly establishes goals for continuous improvement and innovation. |
| Not addressed. | The results of the program evaluation are reviewed annually for progress and implementation of program goals. | Program outcomes are determined by completion of program goals. | An early childhood program that meets the needs of/promotes the physical/social/emotional & cognitive devt. of children & adults. Each day of child's life is viewed as leading to the growth/devt. of a healthy, intelligent, & contributing member of society. |
| The board has approved written policies/procedures for administration, finance & program services. | The program leadership is knowledgeable about child development and best practices for quality birth to three programs. | Program administration is knowledgeable and supports best practices in early childhood. | Program is effectively/efficiently administered with attention to the needs/desires of children/adults. Effective administration includes good communication, positive community, relations, fiscal stability. |

## ILLINOIS EARLY CHILDHOOD PROGRAM STANDARDS MATRIX

| | ***Head Start Performance Standards*** | ***IDCFS Licensing Standards*** | ***IDHS Center Contract Standards*** |
|---|---|---|---|
| ***STAFF QUALIFICATIONS: Teaching Staff*** | Teaching staff must qualify by DCFS licensing standards. In addition, 50% of the teaching staff must have a degree (AA or above) by 2003. In classrooms when a majority of children speak the same language, at least 1 classroom staff must speak their language. | Teachers: at least age 19; 60 credits with 6 semester hours in child devt.; OR experience/education combination; OR approved credential. | Agency staff are qualified for the positions they hold, in accordance with IDCFS Licensing Standards. |
| ***STAFF QUALIFICATIONS: Administrative Staff*** | Must meet licensing standards and must have demonstrated skills/abilities in a management capacity relevant to human services program man. | At least age 21; 60 semester hours, with 18 in child devt; OR experience/education combination; OR credential & experience/educ. combination. | Same as above. |
| ***STAFF QUALIFICATIONS: Other Staff*** | Must have knowledge/skills/experience to perform assigned functions responsibly. Current/former parents have preference when qualified. Must be familiar with ethnic background/heritage of families & be able .o communicate effectively with LEP families, as needed. Requirements specified for content area experts. | General: demonstrate skill, competence needed to contribute to each child's physical, social, intellectual, personal, & emotional develop-ment. Health requirements included pp. 32-33. | Same as above. |
| ***PROFESSIONAL DEVELOPMENT*** | Must provide orientation to all new staff, consultants, volunteers. Must establish a structured approach to staff training/development, attaching academic credit where possible. Must include ongoing opportunities for staff to acquire/ increase knowledge/skills & train on child abuse & transition. | New staff orientation must include: Child Care Act (1969); Abused/Neglected Child Reporting Act; and all Licensing Standards that affect staffs' jobs. 15 clock hours of in-service training required per year. | The staff training program includes provisions for orientation & in-service training for all staff and volunteers. |
| ***SPACE REQUIREMENTS*** | *Indoors:* 35 sq.ft./child usable play space. *Outdoors:* 75 sq. ft./child usable play space. *Cribs/Cots:* 3 ft. apart *Facilities* owned/operated/used by HS/EHS center based must comply with State & local licensing requirements. | ***6 wks.-14 mos***: 25 sq.ft. play space + 30 sleeping ***15-23 mos***: 35-65 sq.ft. per child, depending on sleeping arrangements. ***2 yrs. & up***: 35 sq.ft./child activity space. ***Outdoors***: 75 sq.ft./child ***Cribs/cots***: 2 ft. apart | The facility meets requirements of state and local fire, safety and sanitation authorities. |
| ***FACILITIES/ MATERIALS/ EQUIPMENT*** | Physical environment/facilities must be conducive to learning & reflective of stages of devt.; must be organized into functional areas recognized by the children; infants/toddlers separated from preschooler; must be well maintained, safe, secure, free of toxins. Minimum annual safety inspections required; items specified. Materials must support educational objectives & children's backgrounds & be age-appropriate, accessible, inviting & attractive. | Equipment shall be arranged in orderly, clearly defined areas of interest with sufficient space; materials/equipment shall respect racial, cultural/ethnic, religious, gender, age, ability identities. Infant/todd specifics, pp. 49-53 Other specifics, pp. 95-107. | There is sufficient equipment, in good repair, clean and developmentally appropriate for the children served. |



BEST COPY AVAILABLE

| ILLINOIS EARLY CHILDHOOD PROGRAM STANDARDS MATRIX | | | |
|---|---|---|---|
| ***IDHS Family Child Care Home Network*** | ***ISBE Birth to Three Program Standards*** | ***ISBE Early Learning Standards*** | ***NAEYC Accreditation Standards*** |
| Assure that Family Child Care Home providers are licensed by DCFS. | The program leadership hires qualified staff who are competent in working with infants and toddlers and their families. Staff meet the minimum entry-level requirements for their roles/ responsibilities established by the funding agent. | Teaching staff in the PreK at risk program must hold either a Type 04 or Type 02 Early Childhood Certificate. Teacher aides must meet requirements as described in the document titled "Illinois State Board of Education Minimum Requirements for State Certificates." | All staff who work directly with children are 18 yrs. or older & demonstrate appropriate personal characteristics for working w/children. Teachers have at least a CDA credential or associates degree in early childhood/child devt. or equivalent, preferably a bachelors degree in early childhood. If degree is related field, program should document courses in early childhood. |
| Same as above. | The program supervisor/ coordinator is an experienced professional with expertise in infant and toddler development and family enrichment. | The program administration is an experienced professional and holds the appropriate degree for the position they hold. | Administrator has education & experience in both early childhood & administration; an Early Childhood Specialist (bachelors in early childhood & three years full-time teaching experience with young children, or a graduate degree in ECE/CD) is employed to direct the educational program. |
| Same as above. | These standards only mention administration and teaching staff. | Appropriate qualified personnel will be employed by this program, including but not limited to: counselors, nurses, psychiatrists, & social workers. | Teacher Assistants are high school graduates/equivalent, trained in early childhood, and/or participate in ongoing professional devt. School-age staff have professional prep in child devt., early childhood, elem. education, recreation or related field. |
| Provide technical assistance to Family Child Care Home providers on activities, business practices, etc. Make training available. | The program leadership provides opportunities for ongoing professional growth and development. Sufficient time and funding are provided for staff to participate in appropriate staff development activities. | A required component. A Comprehensive Staff Development is available to all Early Childhood Block Grant staff to ensure ongoing professional development. | Program provides regular opportunities for staff to participate in ongoing professional devt. to improve skills in working with children and families or to prepare them to assume more responsible positions. |
| Assure that Family Child Care Home providers are licensed by DCFS. | The program leadership provides each staff member with a workspace and schedule appropriate for implementing his/her job responsibilities. | PreK at risk programs housed in school districts must adhere to the same standards and building safety codes as the school district. | There is a minimum of 35 square feet of usable playroom floor space indoors per child (50 preferable) & 75 square feet play space outdoors (100 pref.). |
| Same as above. | The program décor, furnishings, materials and resources are appropriate for infants and toddlers and their families. | A developmentally appropriate environment is essential for outcomes and growth. | Building/equipment maintained in safe, clean condition & in good repair. Glass & trash removed from play areas. Outdoor sandboxes covered when not in use. Infant/toddlers toys large enough to prevent swallowing/ choking. Sufficient, varied, durable age appropriate materials/equipment are accessible and rotated. |